

LESSON PLAN

DEVELOP AN INDIVIDUAL CAREER PLAN

Author:

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CTE Level III Program

BMAS (Business Management and Administrative Services)

Title

Develop an Individual Career Plan

Summary

This lesson will assist students to develop an individual career plan.

CTE Program Competencies/Indicators Addressed in this Lesson

Competency: 1.0 Develop an Individual Career Plan

Indicator: 2.1 Investigate career options including entrepreneurship

Indicator: 2.2 Develop career goals based on interests, aptitudes, and research

Indicator: 2.3 Demonstrate interviewing skills

Competency: 4.0 Demonstrate Oral Communication Skills

Indicator: 4.1 Conduct formal/informal research to collect appropriate topical information

Indicator: 4.2 Use questioning techniques to obtain needed information from audience

Indicator: 4.4 Demonstrate active listening during communications

Indicator: 4.5 Demonstrate appropriate technologies for a formal presentation

Indicator: 4.6 Prepare and deliver presentations

Indicator: 4.7 Deliver presentation incorporating both appropriate verbal and nonverbal communication techniques

Competency: 5.0 Demonstrate Written Communication Skills

Indicator: 5.1 Conduct formal/informal research to collect appropriate topical information

Indicator: 5.2 Organize research information and develop an outline

Indicator: 5.4 Write business communication using appropriate format for the situation

Indicator: 5.5 Using appropriate technology, prepare draft document using established rules for grammar, spelling and sentence construction

Indicator: 5.6 Using multiple technologies for written and presentation communications

Arizona Academic Standard Content Area Addressed in this Lesson Academic Standard content area: Reading

R-P1 Apply reading strategies such as extracting, summarizing, clarifying, and interpreting information; predicting events and extending the ideas presented; relating new information to prior knowledge; supporting assertions with evidence; and making useful connections to other topics to comprehend works of literature and documents

PO 2. Summarize the main points

PO 3. Make predictions based on evidence presented

PO 5. Connect prior knowledge to information available

R-P4 Evaluate technical journals or workplace documents for purpose, organizational pattern, clarity, reliability and accuracy, and relevancy of information

PO 3. Evaluate information for

- relevance

- clarity

- understandability

- logic

- reliability and accuracy (e.g., expertise of author, appropriate use of statistics, diagrams, charts)

Academic Standard content area: Math

2M-P1 Construct and draw inferences including measures of central tendency, from charts, tables, graphs and data plots that summarize data from real-world situations

PO 3. Draw inferences from collections of data

2M-P Use appropriate technology (e.g., graphing calculators, computer software) to display and analyze data

PO 1. Use appropriate technology to display data as lists, tables, matrices and plots

Academic Standard content area: Listening and Speaking

LS-P1 Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions

LS-P2 Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience

LS-P4 Conduct an interview, taking appropriate notes and summarizing the information learned

Academic Standard content area: Viewing and Presenting

VP-P1 Analyze and evaluate visual media for language, subject matter and visual techniques

used to influence attitudes, decision making and cultural perceptions

VP-P2 Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media

VP-P3 Analyze and evaluate the impact of visual media on the intended audience

Academic Standard content area: Writing

W-P1 Use transitional devices; varied sentence structures; the active voice; parallel structures; supporting details, phrases and clauses; and correct spelling, punctuation, capitalization, grammar and usage to sharpen the focus and clarify the meaning of their writings

PO 1. Use transitions (e.g., conjunctive adverbs, coordinating conjunctions, subordinating conjunctions) where appropriate

PO 2. Vary sentence structure (e.g., compound, complex, compound-complex)

PO 3. Use active voice as appropriate to purpose (e.g., creative writing, expository writing)

PO 4. Use parallel structure appropriately

Learning Objectives

Upon completion of the lesson, the student will be able to:

Learning Objective: Develop career goal based on interests, aptitudes, and research

Learning Objective: Prepare and deliver effective presentation

Learning Objective: Display appropriate written communication skills

Learning Objective: Display appropriate oral communication skills

Evaluation

Student mastery of the target competencies will be measured by rating sheets:

Presentation:

Effective Presentation Design for presentation

Select one or both: NC Dept of Public Instruction Presentation Rubric, FBLA
Multimedia Presentation

Written Report:

Arizona 6-Traits Rubric

Correct MLA Format—Word XP, Project 2 – Works Cited Page Instructions and
Sample included

Conditions under which the evaluation should be administered

Minimum of three peer raters for Presentation

Appropriate business dress for presentation

Criteria for evaluation:

Effective Presentation Design Rating sheet

Effective Presentation Delivery rating sheets

Minimum acceptable 80%

Written Career Report in correct MLA Style format

Notes of Career Interview or results mentioned in Written Career Report

Duration

7 one-hour classes

Materials

Effective Presentation Delivery rating sheets

Effective Presentation Design rating sheets

Technology

Computers

Word Processing Software

Presentation Software

Internet Access

Access to suggested websites

“Hook”

Engage the students in a discussion about whether they have a career goal and what is that decision based on.

Background

Internet Research

Word Processing Skills

MLA Formatting Skills

Procedure**Step 1:**

Procedure: Have students share career choices.

Materials/Equipment needed for this step (attach copies):

Probe questions for students:

Do you know why you chose this career? Will you make enough to support your future family as you would like? Will you enjoy this career?

Step 2:

Procedure: Complete interest assessment.

Materials/Equipment needed for this step (attach copies):

Computer

Internet Access

Instruction Sheet to create profile and complete interest assessment.

Probe questions for students:

Is your career choice a suggested career choice for you?

Step 3:

Procedure: Research Careers

Materials/Equipment needed for this step (attach copies):

Computer and Internet Access

Probe questions for students:

From the quick research you have conducted, select one career to make your written report and presentation on?

Step 4:

Procedure: Conduct more in-depth research and interview at least one person in that career.

Materials/Equipment needed for this step (attach copies):

Computer

Internet Access

Probe questions for students:

Look around you and identify a person who is dressed appropriately for an interview interested in the same or a similar as you.

Step 5:

Procedure: Outline career report.

Materials/Equipment needed for this step (attach copies):

Computer

Word Processor

Written Career Report Instruction Sheet

Step 6:

Procedure: Write career report.

Materials/Equipment needed for this step (attach copies):

Computer

Word Processor

Written Career Report Instruction Sheet

Probe questions for students:

Look around you and identify a person who is dressed appropriately for an interview.

Step 7:

Procedure: Create career presentation.

Materials/Equipment needed for this step (attach copies):

Computer
Word Processor
Presentation software
Presentation Delivery Rubric
Effective Presentation Design Checklist

Probe questions for students:

What do you want to tell other people about the great career you have chosen?

Step 8:

Procedure: Deliver career presentation.

Materials/Equipment needed for this step (attach copies):

Computer
Presentation equipment—Smartboard, projector,
Presentation software
Presentation Delivery Rubric
Effective Presentation Design Checklist

Probe questions for students:

Do you still feel you will pursue this career?

RESOURCES

www.azcis.intocareers.org

<http://www.ultimate-selection-source.com/>

<http://www.careertalk.com/>

Shelly Cashman Office XP, Word Project 2

<http://www.cgc.maricopa.edu/library/owl.shtml>

<http://www.ncsu.edu/midlink/rub.pres.html>

<http://www.ncfbla.org/formsforSLC/RatingSheets/Multimedia%20Presentation-%20Rating%20Sheet.doc>